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## THE LATIN COLUMN

### INTERNATIONAL LATIN

THE *Societas pro Fauna et Flora Fennica* of Helsingfors, Finland, in connection with the celebration of its one hundredth anniversary, sent out announcements the world over. In order to be quite sure of making itself understood, the society, instead of writing in Finnish, which not everyone knows, used Latin. The Elisha Mitchell Scientific Society of the University of North Carolina received one of these announcements, and sent its reply written also in the Latin tongue.—G. A. H.

### RESERVE BOARD DIRECTOR ON THE CLASSICS

MR. W. M. MARTIN, chairman of the Board of Directors of the Eighth Federal Reserve Banking District, says:

"The very study of the classics should give a young man the clearness of vision to analyze a difficult situation and master it. It hardly seems possible that one can adequately appreciate history or literature without some first hand knowledge of the classics. One thing certain is, that the teaching of them and the training derived from them is not an experiment, for they have stood the test of many years.

"In my judgment, where possible, the young man should first get thorough training for his life work in English, Latin, mathematics, history and literature."

### NOVELS ABOUT THE ROMANS

THERE are several novels dealing with the people of ancient Rome and quite readable and enjoyable, too. The latest is published only this fall, "Andivius Hedulio," by E. L. White (E. P. Dutton). It tells of the adventures of an aristocratic young Roman in escaping the police of the emperor Commodus by whom he was thought guilty of treason. A few years ago the same author wrote "The Unwilling Vestal," a novel whose plot centers about the life of a Vestal Virgin at Rome. The famous, Spanish novelist of today, V. B. Ibáñez, wrote some time ago "Sonnica" (Duffield & Company), a story of the days of the Scipios and Hannibal. W. S. Davis' "A Friend of Caesar" (Macmillan, 1912), deals with the career of Julius Caesar. These are all interesting and worthwhile. Then there is the well-known story of the destruction of the city of Pompeii by an eruption of Vesuvius, told in "The Last Days of Pompeii" by Bulwer Lytton (Everyman's Library), and H. Sienkiewicz's "Quo Vadis,"

describing the life of the early Christians in Rome. Latin teachers can make no mistake in urging school or town libraries to purchase any or all of these books, and in recommending them to their pupils. Few young people will require urging to read them through, once started, and they will gain interest in the Romans of old.—G. A. H.

## METHOD AND CONTENT OF FRENCH COURSE IN ACCREDITED HIGH SCHOOLS OF THE SOUTH

AT THE 1920 MEETING of the Association of Colleges and Secondary Schools of the Southern States there was some discussion as to what should constitute an acceptable French course for the high schools of the Association. These discussions emphasized the necessity of a more exact knowledge of what is being undertaken, in the way of method and content, by the French teachers at present in the schools of the Association.

With these suggestions in mind and working under the supervision of the Research Station of the United States Bureau of Education located at the University of North Carolina, Mr. J. A. Capps made a study of the subject during the college year 1920-'21.

The questionnaire method of procedure was relied upon for getting the information used in the study. Such information is subject to all the faults of data gathered by the questionnaire method, though it reveals general tendencies. The questionnaire was sent to all the high schools and academies listed by the Commission on Accredited Secondary Schools in the Southern States. The brief given below is a result of the replies received from the 35.5 per cent. of the high school members of the Association who returned replies to the questionnaire.

#### I. The extent of the course.

- (a) Eighty-six per cent. of the schools teach French for a period of two years or more.
- (b) As a required subject French is taught only two years.
- (c) The average length of a class period is forty-five minutes, covering five periods per week.

#### II. Organization of class work.

- (a) During the first year of the course nearly five-eighths of the time, expressed in class periods, is given to the study of grammar. The remaining three-eighths is devoted to oral composition, translation and dictation.
- (b) Sixty per cent. of the teachers do forty per cent. of their work in the native tongue.
- (c) Few teachers have any set standard or rule to go by in proportioning the class periods to the different phases of the class-room work.